

GAYA BELAJAR BAHASA INGGRIS SISWA DI KELAS IX MTS AL-MUSTAKIM 1 ARANG LIMBUNG

Rika Wulandari¹, Nizarrahmadi², Alvina Yolanda³, Dewi Ismu Purwaningsih⁴

^{1,2,3} Universitas Nahdlatul Ulama Kalimantan Barat, ⁴Universitas Tanjungpura

Email: rika04888@gmail.com

ABSTRAK

Penelitian ini membahas gaya belajar siswa dalam mempelajari bahasa Inggris. Gaya belajar merupakan hal yang penting dan harus dipertimbangkan. Gaya belajar siswa merupakan hal yang penting dalam proses pembelajaran. Tujuan penelitian ini adalah untuk mengidentifikasi gaya belajar yang disukai oleh siswa dan gaya belajar yang paling dominan pada siswa dalam mempelajari bahasa Inggris di kelas IX MTS Al-Mustaqim 1 Arang Limbung. Metode penelitian yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Siswa kelas IX Madrasah Snawiyah Al-Mustaqim 1 Arang Limbung menjadi subjek penelitian ini. Teknik pengumpulan data yang digunakan adalah kuesioner, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa gaya belajar siswa di MTs Al-Mustaqim 1 Arang Limbung sangat beragam. Ada tiga jenis gaya belajar, yaitu visual, auditory, dan kinestetik. Jenis pembelajar visual sebanyak 40 siswa (57%), pembelajar auditory sebanyak 19 siswa (27%), dan pembelajar kinestetik sebanyak 10 siswa (14%). Hasilnya, jenis pembelajar visual lebih dominan dibandingkan pembelajar kinestetik dan auditory.

Kata kunci: Gaya Belajar Siswa, SMP Al-Muttaqim, Belajar Bahasa Inggris

ABSTRACT

This research discussed the students' learning styles in learning English. Learning style is a crucial thing that must be considered. student learning style is an important thing in the teaching and learning process. The aim of this study was to identify students' preferred learning styles. and the most dominates learning style of students in learning English at the ninth grade of MTS Al-Mustaqim 1 Arang Limbung. A qualitative descriptive is used in this research methodology. Students from Madrasah Snawiyah Al-Mustaqim 1, Arang Limbung's ninth grade were the study's subjects. The data collection techniques used are questionnaires, interviews, and documentation. The results showed that the learning styles of students at MTs Al-mustaqim 1 Arang Limbung were very diverse. There are visual, auditory, and kinesthetic learning styles. And the type of visual learners as many as 40 students (57%), auditory learners as many as 19 students (27%) and kinesthetic learners as many as 10 students (14%). As a result, the visual learner type is more dominant than the kinesthetic and auditory.

Keyword: Students' Learning Style, MTs. Al-Muttaqim, Learning English

1. Research Background

Language plays an important role in human life, because language is a means of communication for humans in everyday life. Language can be used to convey ideas, feelings, and feelings to others. This is in accordance with the opinion of Chaeruddin Keraf (2018) that language is a means of communication between members of society in the form of sound symbols produced by the human speech apparatus. Language is used in most human activities; if they don't know language, they certainly won't be able to communicate or express feelings, convey wishes, provide suggestions and opinions, even at the level of one's linguistic thinking. the higher the mastery of the language, the better the use of the language when communicating with others. each country has a different language, and one of them is English.

English is the international language of the world. English is an important language in our lives. Therefore, the Indonesian government has established English as one of the subjects in Indonesian schools. English has become a local curriculum in elementary schools, including junior high schools, high

schools, and universities. Many Indonesian students in secondary schools now find it difficult to learn English. This is because there are many differences between English and Indonesian, but there are also students who can master English easily. This is because they have their own way of learning it.

The students always need a learning process to master something. However, students study in the same class, most teachers still assume that all students are able to receive learning materials delivered in the same way. But in reality, every student is not the same person. Sarah (2015) describes "Learning is a process of behavioral change based on experience that results from reinforced practice and has a relatively permanent impact". Each student has differences from one another such as physical differences, character, mindset, and how to respond or respond to the material they get in learning.

Each student has a personal uniqueness that is different from other students. It cannot be considered the same between one student and another. The way students learn is often referred to as their learning style. Each individual student's learning style is expressed according to their own habits and preoccupations. Some learn by listening, some learn by reading, and some learn by discovering. Each individual does not only have one learning style; many individuals have more than one learning style, but basically, the dominant learning style that individuals have is only one, according to the individual's ability to understand learning. The various learning styles of students aim to ensure that students can learn comfortably, thus it is hoped that learning objectives can be achieved properly.

Learning style or what we usually know as learning types or models, is one of the things that must be considered. why is this? Because learning style is the way individuals perceive and process information in learning situations, the way students respond and use stimuli received in the learning process. learning style is also a process of behavioral action, understanding of a student's propensity to strive to live or acquire knowledge in their own manner. According to Chetty et al. (2019), learning styles are the traits, advantages, and preferences of how individuals take in and process information. Learning settings and cognitive information can be provided through the use of learning styles as a teaching approach. Therefore, it is more important for schools and teachers to understand learning style theories and to recognize students' learning styles. According to Pramesti and Ratnadi (2020), learning style is related to the way of learning and affects the absorption of material. Knowing students' learning styles will make it easier for teachers to create an environment that encourages students to absorb as much knowledge as possible. Teachers need to keep in mind that different kids learn in different ways.

Based on pre-observations made at MTs Al-Mustaqim 1 Arang Limbung, especially class IX, there are students who are unable to remember and do not understand the material conveyed by the teacher during English language learning, as well as students who are less active in learning, not doing assignments well. There are also students who prefer to read while moving, and some prefer to learn by changing seats, such as in group study. Then there are also students who prefer to play while learning. for example, when the teacher explains in front of the students, playing alone, and there are also those who look at the teacher seriously but are tested with questions, students cannot answer properly. Students also still have difficulty in understanding the learning style of each student. Every student has a unique learning style, and everybody learns differently in every session. It is important for teachers to know each learning style owned by students, so the important thing is located in students. Students not only learn at school or in class, but also learn at home or outside the classroom according to their wishes. Thus, students can know and apply the learning style that they consider effective to use in learning. this also causes some students' grades to still only be at the limit, especially in English lessons.

Based on the research background, the researcher was intended to analyzed the Learning Styles of Students in Learning English and the Most Dominates Learning Style of Students at the Ninth Grade of MTs Al-Mustaqim 1 Arang Limbung at the Ninth Grade of MTs Al-Mustaqim 1 Arang Limbung.

2. RESEARCH METHOD

In this study, researchers used descriptive qualitative. The goal of descriptive research is to characterize the state of natural phenomena as they were at the time the research was conducted and to learn more

about their status. In this study, researchers at MTs al-mustaqim 1 Arang Limbung discuss the current state of phenomena with a focus on student learning styles. According to Arikunto, (2017) qualitative research is an approach to exploring and understanding the meaning given by individuals or groups to a social or human problem. The research process involves emergent questions and procedures, data are usually collected in participant settings, data analysis inductively builds from particulars to generalities, and researcher make interpretations about the meaning of the data

This research was conducted at is at MTS Al-Mustaqim 1 Arang Limbung. Then, the research procedures in this research will be presented by the researcher, including:

- 1) A questionnaire is a research instrument consisting of a series of questions and other clues used to collect information from respondents. In this research, researchers used question sheets.
- 2) Interviews with students directly to obtain data using interview guidelines. Interviews regarding student learning styles using interview guidelines with students to find out the learning styles of students in the classroom.
- 3) The researcher also conducted documentation by collecting written data and an overview of the research location to be carried out at MTs Al-Mustaqim 1 Arang Limbung, such as school profile, state of teachers and employees, state of students, facilities, and infrastructure of Madrasah Snawiyah Al-Mustaqim 1 Arang Limbung.

After collecting all the data, the researcher analyzed the data questionnaire and the interview. The steps are as follows:

- 1) Analyzed Questionnaire

The researcher then used the following formula to characterize the learning style questionnaire's findings:

$$P = f : n \times 100$$

P= Percentage

F: Frequency

N = Response

- 2) Analyzed Interview

To analyze the data, the researcher uses the theory from Miles and Huberman; data reduction, data display, and conclusion drawing/data verification.

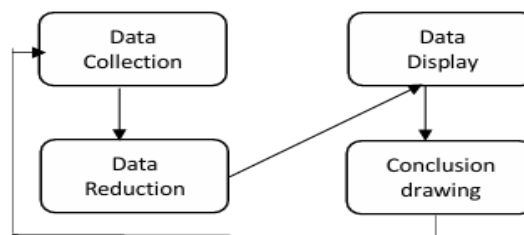


Figure 1. Data Analysis Technique

- a. Data collection is the process of collecting and evaluating information or data from multiple sources to find answers to research problems, answer questions, evaluate outcomes, and forecast trends and probabilities. It is an essential phase in all types of research.
- b. Data reduction is choosing, focusing on the main things. Then that data by passing the reduction will display the data more clearly and provide convenience for researchers to collect data. On data

reduction in this study the researcher focused on matters relating to in addition to reducing the data, each researcher will be guided by the goal to be achieved, the main purpose of qualitative research is on finding.

- c. Data display is the second major activity that should go through, and this means making data reduced and displaying it in an organized, compressed way so that the conclusion can be easily drawn by more researchers. Sugiono (2017) stated that by displaying the data it will make it easy to understand what is happening, the plan for the next work is based on what has been understood. Performing data display, in addition to narrative text can also be graphics, matrices, networks and charts.
- d. The final step in qualitative data analysis techniques a study by Miles and Huberman concludes drawing and verification. Quality conclusion search means a search whose results may answer research questions. The writer checked the accuracy of the data using: triangular strategy. According to Miles and Huberman, triangulation is a verification or confirmation tactic. Conclusions using multiple sources and modes of evidence.

3. FINDINGS AND DISCUSSION

Based on research with the title "Students' Learning Styles in Learning English at the Ninth Grade of MTs Al-Mustaqim 1 Arang Limbung," MTs Al Mustaqim 1 Arang Limbung" The research result based on questionnaires and interviews to answer of the problem statement, Specifically, what are the students' learning preferences and which learning preferences predominate among students at MTs Al-Mustaqim 1 Arang Limbung.

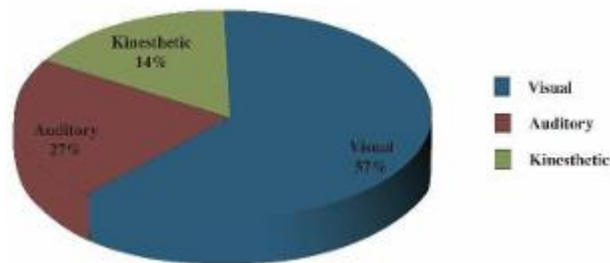


Figure. 2 The learning preferences

According to the results of the questionnaire, out of 69 students, roughly 57% of the 40 students are visual learners. This means that students comprehend English teachings better when using visual pictures, photos, infographics, videos, animations, and artistic creations are examples of media. Additionally, students accept demands and instructions from their English teachers, even if they frequently ask their instructors to repeat what they said, since they find it difficult to remember what they were told orally.

Additionally, 19 students who are auditory learners, roughly 27% of them, retain more of what they hear when learning English than what they see. Additionally, when learning English in a classroom, pupils are frequently distracted by noise. Students' lips twitch while they read. Additionally, pupils choose reading English-language literature aloud to themselves rather than aloud to them.

Moreover, 14% of the 10 students taking an English course choose activities that involve a lot of movement. As a result, rather than listening to the teacher's explanation and following along in the textbook, the students find it easier to learn English in classes when they have hands-on experience. When learning English, the students can't stay motionless for too long. Students' hands jitter or are unable to remain steady when the English teacher is speaking or explaining. Based on the results, it shows that visual learners are more dominant than auditory learners and kinesthetic learners.

4. DISCUSSION

Based on the results of the study, which included student interviews and questionnaires, the researcher drew the conclusion that different students have different learning styles. Students have three distinct learning preferences: kinesthetic, auditory, and visual. According to Reid (2018), there are three learning styles. Students learn in different ways, visual, auditory, kinesthetic (VAK) learning styles. Some students learn mainly with their eyes as visual learners or with their ears as auditory learners and some students prefer to learn by experience and practice as kinesthetic learners.

According to the results of the questionnaire, out of 69 students, roughly 57% of the 40 students are visual learners. Visual learners find it easier to comprehend English classes when using visual media including photos, diagrams, videos, word cards, posters, and artwork. When the teacher speaks in English, students are more likely to recall. They frequently ask the teacher to repeat what they have said since they have trouble retaining information that is provided orally.

The researcher concluded from the interview that visual learners use their hands to explain what they are trying to say to others when they need to communicate concepts or information. Reading, writing things down, and creating lists or points helps them recall knowledge or concepts more easily. They additionally learn things by using color coding. Additionally, they pay close attention to the nonverbal cues that their friend uses. When someone talks a lot and gives a lot of explanations, it causes people to become distracted. During their conversation, they will continue to look around or at nearby things.

Then, from the questionnaire that auditory learners typically chant without hesitation and occasionally repeat words to themselves when speaking to others. They act in this way because they believe that whoever is speaking to them will comprehend what they are saying. When they regularly imitate the term and speak it aloud, they are most likely to recall it. When exposed to an excessive number of images and motion-based activities, they become distracted. When they recollect a memory, they will stop looking around and instead keep talking and imitating words. The majority of the time, they are discussing what to do next while speaking to someone.

According to the questionnaire findings, 14% of 10 kinesthetic learners choose English learning activities that require a lot of movement. Instead of listening to the teacher's explanation and reading on their own, they discover that practicing English lessons makes it easier for them to understand. During English lectures, students are unable to remain motionless for very long. When they hold their hands, twitch, or can't sit still while the English teacher is speaking or explaining. The pupils like tapping their pencils, fingers, or feet as the teacher explains the English lesson.

It is known that at the ninth grade of MTs Al-Mustaqim 1 Arang Limbung the visual learning approach is the one that students employ the most frequently. This is because students prefer to learn by looking at the teacher explaining in front of them. the teacher explains in front of them and also students, when in the classroom prefer to read by reading accompanied by related pictures of reading or learning materials. And students find it easier to utilize visual aids like word cards, posters, infographics, movies, and photos to comprehend English lectures. When students hear their teacher using English, they are more likely to recall. When information is provided orally, they have trouble recalling it, and they frequently ask the teacher to say it again.

in accordance with research conducted by Isnaeni Wahab (2020) in his research entitled "Analysis of the Madrasah Aliyah students' learning styles," The study's findings support the notion that visual learners predominate over aural and kinesthetic learners. This research is also supported by research conducted by Nuraeni (2019). In addition, the findings of earlier research by Abbas Pourhossein Gilakjani (2019) confirm the findings of this study. "An analysis of the learning styles of Iranian University EFL students" is the title of his study. According to the study's findings, English as a Foreign Language students at the University of Iran employed a visual learning strategy more frequently when studying the language. It is crucial to take the literature review into account when determining how learning styles impact the current teaching methodology.

However, this research is not in accordance with the outcomes of earlier research entitled 'The learning styles of EFL students in English class interactions was researched by Irma Dewi Isda, Purwati, Baihaqi, and Nuramalin (2018). The results of the study indicate that EFL students use visual, auditory, reading/writing, and kinesthetic (VARK) in teaching English. with the most prominent kinesthetic. In other words, EFL students at Samudra University use a greater kinesthetic learning approach when learning English.

5. CONCLUSION AND SUGGESTION

The aim of this study was to identify students' preferred learning styles. in learning English and the most dominant learning style at the ninth grade of MTS Al-Mustaqim 1, Arang Limbung. After conducting research and analyzing all data about students' learning styles, it can be concluded that:

The learning styles of students at MTs Al-Mustaqim 1 Arang Limbung are very diverse. There are visual, auditory, and kinesthetic learning styles. Based on the results, it shows that visual learners are more dominant than kinesthetic learners and auditory learners. In addition, Students who learn best visually must depict and picture objects or settings. They also utilize color coding to make it simpler for them to remember information and to aid in learning. They therefore need to produce some lists or identify some crucial points regarding what they should do next. For their part, auditory learners must listen carefully, speak clearly, and repeat what they hear in order to retain and comprehend the knowledge. They become distracted if they view too many images of physically demanding activities, therefore they typically need to discuss or inquire about the activity with their companions first. Kinesthetic learners make up the final group. To make things simple and comprehend what their pals are asking them, they must move their bodies. If they observe, they become distracted.

SUGGESTION

The tendency of learning styles of ninth-grade students of MTs Al- Al-Mustaqim 1 Arang Limbung is more dominant visual learners. Therefore, teachers who teach in class should use learning media that emphasize visual aspects, such as using pictures, slides, concept maps, and videos, so as to increase the effectiveness of student learning. Other researchers are expected to be able to use this research as a consideration for future researchers in conducting the same research with different objects, or it can be used as fresh information in conducting the same research elsewhere.

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